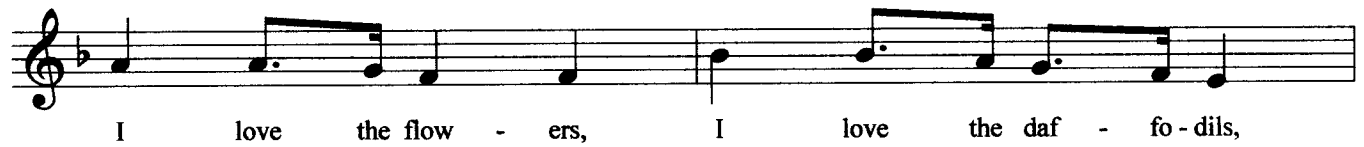


# I Love the Mountains



## SINGING

Sing the song using one motion for each phrase. Example: arms make mountain shape. Phrase 2: arms make rolling hills motion. Phrase 3: Make a flower shape with one hand. Phrase 4: Change flower shape. Phrase 5: Make fire motion by swerving arms upward in front of your body as they criss-cross each other. Phrase 6: Bring both arms down through the phrase. Pat and clap on the Boom-dee-ah-da. After they can sing the song confidently, have five or six children sing the Boom-dee-ah-da as an ostinato pattern throughout the song. Divide the class in two groups and then sing in a round.

## PLAYING

Play the four note ostinato boom-dee-ah-da on the keyboard or barred instruments as an accompaniment to the song. To help students play the pattern on the barred instruments prepare them to play in the key of F by patting legs on a half note beat starting with the right hand singing "inside-inside-outside-outside." Then sing the letter names F D G C. When students feel comfortable with the pattern, transfer it on the instruments. If they are ready, they will enjoy adding the dotted rhythm of the singing part on the instrument.

## CREATING

Have one or two students play the above half note ostinato pattern. Let another student improvise a melody in the Key of F. Make sure you have a Bb on the barred instrument. Ask them to use mostly stepwise motions and to end on F. Try to encourage students to explore various rhythms as well as various pitches. You can give them a set amount of beats or let them go as long or as short as they like.

## LISTENING

Draw a scale on the board and label it Do, Re, Mi, Fa, Sol, La, Ti, Do. Have the students sing the scale using the solfege syllables. Ask the students to listen for the starting note of each phrase in the song and see if they notice it moves in a scale. Have students point to each note of the scale at the beginning of each phrase as they sing the song. When does the song stop moving up the scale? (La) If students know hand signs they could do them as they sing the song.

## CURRICULUM INTEGRATION (Science/Social Studies)

Students could connect the terrains of the places they are studying and change the words to the song with characteristics about that area.

Utah: I love the mountains, I love the desert too, I love the arches,  
Habitats: I love the oceans, I love the giant waves, I love the sea horse, I love crustaceans, I love the coral reef with all bright colored fish. Boom.....

I love the rain forest...

I love the jungle...

## I Love the Mountains